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PROVIDING DIRECT/EXPLICIT INSTRUCTION IN ENGLISH SYLLABICATION RULES
FOR ESL TEACHERS

Presented to
The Graduated Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

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Abstract

Based on Rosenshine's (1983) direct instruction teaching steps and Heilman's (1998) English syllabication rules, I have created six lesson plans to offer an alternative to ESL teachers to teach English syllabication rules to ESL elementary students. I was inspired by the observations I made related to students' not understanding syllabication.

For this reason, my project is based on the need for equipping ESL teachers with resources that can provide them with English syllabication rules to improve reading. Each lesson plan explains how to teach each rule using Rosenshine's direct instruction teaching steps. These lesson plans contain explicitly explained activities that provide teachers with a full explanation of how to teach students how each syllabication rule works in English language reading. The lesson plans are designed to be modified according to student need since these rules might vary according to what the ESL students are learning at that time related to improving reading, decoding, and pronunciation.

Dedication

I would like to dedicate this success to my family, Miguel, Rosa, Laura, and Paco for their absolute support in spite of the distance during these two years of realization and preparation of this final project. They gave me the strength, the willingness, the encouragement, and the inspiration to never give up and to always keep moving forward no matter how difficult life can be in moments when the unexpected happens, so I dedicate this thesis to them.

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Chapter 1: Introduction

During my teaching career, I have noticed how important it has been to be explicit and specific at the moment of explaining any topic to elementary students. It is especially important to know how much students can grow according to their varied reading learning processes. Therefore, I would like to highlight that "directly/explicitly teaching reading means imparting new information to students through meaningful teacher-student interactions and teacher guidance of student learning" (Rupley, Blair, & Nichols, 2009 p. 126). Because of the interactions between teachers and students, the learning process will signify more to students.

An activity that helped me to understand direct/explicit instruction better was an observation I had to conduct for one of my English language courses. I observed a second grade ESL class, and I noticed how the ESL teacher provided instruction to her students and noted the difficulty some of them had with reading instruction. Although the struggle with the pronunciation of English words negatively influenced their comprehension in reading, these students were limited by what the teacher gave them as spelling and pronunciation prompts for them to get the cue to finally read the word.

Due to these observations, I believe I have detected a weakness because of the limited practice the ESL second grade students have in syllabication. However, why syllabication? I have asked my Second Grade coworkers about syllabication, and what they answered was that students need to understand English foundations and the process of word segmentation clearly. If they do not know how to read a word, they will misunderstand the meaning and the purpose of an important idea or fact during a reading. If they know how to decode first, it will probably help to improve their English reading process, enhancing comprehension in a better way.

For this reason, my project is based on the need for furnishing ESL teachers with resources that can provide them with English syllabication strategies to improve reading, decoding, and pronunciation. One of the reasons for my interest in this matter was because of the topics that the Teaching English to Speakers of Other Languages (TESOL) program had in common, which was the general understanding of oral and written English language instruction. These topics helped me to realize the limited knowledge I had about how the English language is developed at an elementary level. Diliberto, Beattie, Flowers, and Algozzine (2009) mentioned that "interest in teaching syllabication emerged many years ago when textbook writers and researchers argued that using methods of dividing words employed by dictionary makers would assist students in learning to read and spell" (p. 14). The process of dividing a word into syllables might be able to increase their comprehension of reading instructions. In other words, "Children need to develop an extensive language base when teachers conduct exercises on phonemic awareness and phonics. Children need to have broad vocabulary inventories from which to draw examples" (Alington & Cunningham, 2011 as cited in Duran, 2013, p. 34).

Thus, the purpose of this project is based on a need for direct/explicit instruction in syllabication. ESL students must work in a systematic way so that they understand what they are reading. Hence, I have created six lesson plans that support explicit instruction in English syllabication strategies for ESL teachers. These lessons provide different and didactic activities that will help to improve the students' word recognition, decoding and pronunciation in reading. These lesson plans are structured and integrated with anchor charts, vocabulary related to each syllabication rule, games, worksheets, YouTube videos. Besides, I have included some other additional resources that complement these six lesson plans, which are found in the appendices.

These lesson plans will help orient the ESL teachers in giving their students direct/explicit instruction in syllabication rules. Supporting direct/explicit instruction, Rupley et al. (2009) stated in their research that "direct/explicit instruction needs to be an integral part of learning the major content strands of the reading process-phonemic awareness, phonics, fluency, vocabulary, and comprehension" (p. 125). Considering what the authors mentioned about direct/explicit instructions and syllabication, I have produced a total of six lesson plans based on one lesson plan per each English syllabication rules by Heilman (1998) .These rules are the following:

- a) syllables are determined by the vowel sounds heard, b) syllables divide between double consonants or between two consonants, c) a single consonant between vowels usually goes with the second vowel, d) the consonants digraph and blends should not be divided, e) the words ending –ble,-cle,-dle,-gle,-kle,-ple-tle and –zle form the final syllable, f) prefixes and suffixes form separate syllables (Heilman, 1998, p. 126-127).

Furthermore, I believe that the lesson plans will improve the ESL students' understanding of reading instruction. The purpose of these lesson plans is to help students to learn how to use English syllabication and become successful in reading as long as they can use the rules independently to have a better comprehension of the words they read. These rules are appropriate for students who are beginning to read and are past the stage of recognizing letters and their initial sounds. This instruction will improve their ability to read words. Another group of students who would benefit from this instruction is readers that are being taught content vocabulary and higher-level words with multi-syllables. The population who will benefit from this work are ESL elementary students and teachers.

Chapter 2: Literature Review

In the world we live in, English communication is necessary and essential in all four-language skills: reading, writing, speaking, and listening. The English language is considered a lingua franca because English is used for international trading, business, and education. Speaking English brings many benefits, such as allowing people to travel to other countries, discovering new cultures, making international business deals, opening their markets to other countries, and many more. Despite knowing its benefits and the emphasis received from educational systems, students still have a poor performance when learning English as a second language. The U.S. Department of Education, National Center for Education Statistics (1996) acknowledged that: The reading performance of U.S. students is related to student characteristics such as:

Race/ethnicity, parental education, and family structure. At both 4th and 9th grade, white students, on average, read better than black and Hispanic students, and students with at least one parent having a college degree read better, on average, than students whose parents have not finished high school. Students whose families are poor do not read as well as those students whose families are better off (p. 8).

Therefore, strategies to improve reading levels have been sought. One of these strategies is explicit instruction; giving explicit instruction is necessary to facilitate learning reading in L2 because of its rigorous process. However, learning to read in English can be a challenging task for the ESL student. Contrary to English native speakers, who have several years of learning the spoken language before learning to read, ESL students frequently learn both speaking and reading second language skills at the same time. ESL teachers must have instructional skills to

teach reading that can be effective and efficient. Often, ESL teachers need assistance in knowing what and how to teach ESL reading.

In this chapter, the background information will be presented to build an understanding of how children learn to read, the skills associated with reading, and reading instruction. The discussion begins with an overview of the various views of how children and ESL students learn to read, followed by a presentation of multiple aspects of reading from phonemic awareness to comprehension. Then the background information will be presented on reading instruction from a direct/explicit instructional approach to meet the emerging needs of ESL teachers and ESL students. Finally, the syllabication as the phonemic strategy used for learning English reading will be addressed.

Development of the English Reading Process in ESL Students

How children learn to read.

Since the early twentieth century, education has focused on the acquisition of literacy skills. These skills have evolved from merely memorizing the process of reading and writing to reading critically and understanding how this process works. “When spoken language is represented by visual symbols, and we access meaning from decoding these symbols, we call it reading, meaning is communicated by print instead of speech” (Goouch & Lambirth, 2008, p. 24). Therefore, Heilman (1998) advocated that for a child to read, it is necessary to identify words.

To do this, the child must learn the relationship between visual cues (letters) and the speech sounds they represent (phoneme-grapheme relationships). After words have been identified and have been met hundreds of times, they are recognized (p. 23).

As a result, the words are recognized without the initial identification process because the letter–sound development is finally clear in a child's mind. As stated by Heilman (1998), learning to read in English is a long and complex process in which the constant development of linguistic language skills is required for effective learning. Therefore, Heilman (1998) provided an example where the process of learning to read of a first grader is observed. The teacher asked the child to recognize a word from a text; the student will most likely not be able to answer because he still does not recognize the letters and sounds of the word in common. However, the teacher offers another alternative by changing the structure of the question to an open-ended where the student can give any word as an answer (Heilman, 1998, p. 24).

According to Heilman (1998), "children are adequately equipped to deal with the language–meaning aspect of reading, but they cannot begin with the magic of language until they have established what words these strange sounds symbols represent" (p. 24). Understanding this connection between letters and sounds is the first step to beginning to read. This comprehension can be achieved by following the processes proposed by Heilman (1998) where the child is "skipping the word, asking someone for help, guessing the word, sound out the word, sounding the first letter of the word and finally guessing the word, among others" (p. 24).

Beginning readers have innumerable ways to learn to read. In agreement with Heilman (1998), readers must acquire the following skills during their reading learning process: "mastering and applying letter-sound relationship, enlarging sight vocabulary and profiting from context clues while reading" (p. 24). These three skills go hand in hand to ensure the recognition, identification, and meaning of the words to understand "the printed letters with speech sounds" (Heilman, 1998, p. 25).

Heilman (1998) considered that "learning to read depends on mastery of the symbol-sound relationship" (p. 25). In other words, to recognize and differentiate the sounds of printed letters. Heilman (1998) disclosed five methods to understand the learning to read process: "unique letter or word configuration clues, picture clues, phonic analysis, structural analysis, and context clues" (p. 26).

The first method is unique letter or word configuration clues. Heilman (1998) explained that this method is the least useful and limited when learning to decode because the child can learn to recognize a word according to certain clues that allow visual recognition. As an example, the word took has a double o, which results in easy recognition. Later on, the child learns many more words with the same characteristic -double o- that will eventually become background knowledge. The second method of picture clues debates the use of images in initial reading because many of them during the initial word-recognition process could affect the reading development structure. However, using fewer images to prompt reading, early readers could achieve excellent results in understanding and associating the image with a word. Heilman (1998) considered that during the third method of phonic analysis, the letter-sound relationship provides the beginning reader the printed word identification process necessary for the reading instruction. The fourth method of structural analysis gives the beginning reader a word decoding structure by recognizing the root words, prefixes, suffixes, plurals, and contractions that support the continuous and structural learning to read (Heilman, 1998, p. 27). Finally, the last method of context clues helps beginning readers to identify the meaning of a word by reading its context or figuring out which word belongs in a blank space activity in a limited context (Heilman, 1998, p. 28).

How ESL students learn to read.

Kayser (2004) stated that "Children who are second language learners face the challenges of learning to speak, read, and write in English and learn the content of academic subjects while adjusting to the cultural and linguistic environment of American schools" (p. 1). Considering that, the cultural environment can affect the English language students' success in acquiring L2 in an academic setting.

Consequently, Cardenas, Carlson, and Pollard (2007) conducted a study to identify the relationship and transition of the L1 to L2 in elementary students in some schools in California, United States. In that study, Cardenas et al. (2007) noted, "the acquisition of English literacy among ELLs has become a critical focus in education and is essential to their academic success" (p. 250). In other words, teaching English as a second language has abruptly influenced the structure of education in schools due to the substantial increase in the ELL population. Cardenas et al. (2007) conducted research using "cross-linguistic transfer" to show that the innate knowledge students have in their L1 can help to increase their literacy abilities and skills in the L2 (p. 250). Besides, Cardenas et al. (2007) revealed that some of the literacy programs –early-exit and late-exit, ESL, immersion, transition, and dual-language– are developed to benefit the English learner's reading instruction process in varied ways. In the Early-exit program, English learners begin using their L1 during language arts classes and later on make the transition to the L2.

On the contrary, in the late-exit program, the L1 is accompanied during the first years of elementary school until the sixth grade, with around 40% of instructional time in L1 (Ramirez et al. 1991 as cited in Cardenas et al., 2007, p. 251). As a result, ESL programs are responsible for developing the teaching of English as a second language. Nonetheless, immersion programs are

responsible for providing instruction in L2. The transition programs commonly begin with the instruction of the L1 and progressively make the transition to the L2. Finally, the dual-language programs aim for the English learners to keep their L1 while learning the L2 (Cardenas et al., p. 251).

Hoff (2014) mentioned that "often in describing how words sound, it is sufficient to indicate just the sounds that are phonemes" (p. 113), specifying the understanding of phonemic awareness to expose the understanding of how a word is read depending on how these sounds have been introduced. Therefore, Duran (2013) and Vasquez, Hansen, and Smith (2013) accorded that it is essential to mention that English language learners are always in the process of identifying and acknowledging letter sounds that allow them to improve their reading and comprehension skills. As a result, McKibbin and Brice (n.d.) presented four main areas explaining the process of how English language learners acquire their second language. Those areas are under the category of normal phenomena: interference, silent period, codeswitching, and language loss. These areas were designed to support the language teachers in reading instruction strategies to apply them to their English language learners' reading process. The first area of interference indicates the ELL's structured transition and differentiation between their L1 to L2. The second area of silent period involves the ELL's stage of more listening and less speaking interaction. The third area of codeswitching covers the process of the first language transference happening in the second one. Here, children can quickly start speaking in their first language and finishing their speech using words and vocabulary from the second language to define what they are communicating at that moment. The fourth and last area of language loss explains that English language learners can lose some of their first language skills when the second language is rather exposed to them than the first one (McKibbin & Brice, n.d., para 6).

Understanding English Reading Skills

Phonemic awareness.

According to Ryder, Tunmer, Greaney (2008) and Vaughn, Linan-Thompson, and Linan-Thompson (2007), reading is a combination of skills that builds on the learner's knowledge of the spoken language. These skills include phonemic awareness, which is "the understanding that words are made up of phonemes or individual units of sound that influence the meaning of the word" ("What is phonemic awareness," 2019, p. 10). Additionally, Vaughn et al. (2007) found that "phonemic awareness is the understanding that the sound of a language can be identified, isolated and manipulated" (p. 10), providing the idea of how sounds can play an essential role at the moment of learning to decode. Phonemic awareness gives students the ability to develop language skills in identifying, segmenting, blending, and manipulating phonemes (Vaughn et al., 2007).

Word recognition.

Students need to become fluent and independent readers, which is difficult for English language learners students and students with reading disabilities. Teachers need to have strategies to teach reading effectively and efficiently (The Meadows Center for Preventing Educational Risk [MCPER], 2002, p.7). Word recognition is a vital skill that students must learn to become good readers. A manual was developed for teachers by The Meadows Center for Preventing Educational Risk (MCPER, 2002) to meet this need. The manual explained five crucial elements of word recognition. The first critical element is letter/sound recognition. Letter/sound, recognition must be taught before starting decoding instruction. The second crucial element is decoding words, which is identifying the sounds of letters and blending them into words. The third critical element is analogizing words, which consists in using words previously

learned and applying the word parts to read new words. The fourth crucial element is decoding less phonetically regular words. These words have letters that do not represent the standard sound, such as should where the 'l' is silent. The final element is spelling words, this element should be taught using only the rime patterns that the students have previously mastered, and as the students learn more sounds, more rime patterns can be added to their spelling list (MCPER, 2002).

Pronunciation.

According to DeCou (2017), being aware of how words are pronounced in the English language is essential for having good communication. Therefore, DeCou (2017) proposed four elements to focus on when teaching pronunciation to ESL students. The first element is teaching students how to count syllables in English since it is necessary to know how many phonemes are in a word; consequently, one has to listen carefully and count the number of vowel sounds present in a word. The second element is identifying the stressed syllable in a word. If the stressed syllable in a word is changed, the meaning will be changed as well. Students can practice stressing syllables visually by stretching a rubber band or by standing up while saying the syllable. The teacher might ask the students to listen to the pronunciation of the words when learning new vocabulary (DeCou, 2017, p. 3). The third element is learning to recognize the schwa, which is the most common vowel sound in English and also an essential component of English language learners while learning the L2. The fourth and last element is the number of vowel sounds there are in English. There can be as many as 20 different vowel sounds depending on the dialect of the area in the United States (DeCou, 2017, p. 4).

Direct/ Explicit Instruction

During the process of identifying a method for reading instruction, direct/explicit instruction was recommended as a method for teaching reading (Rosenshine, 1983). Rupley, Blair, and Nichols (2009) added that these two concepts are the same by recognizing that "struggling readers are more likely to learn essential reading skills and strategies if the direct or explicit model of instruction is part of the teacher's repertoire of teaching methods" (p. 125). Therefore, it is assumed that these two concepts go hand in hand for the development and understanding of the reading process in students. However, identifying which teaching method to use to strengthen the reading process in students. Rupley et al. (2009) recognized that:

Direct/explicit instruction is an essential feature of a reading instructional program to help struggling students become better readers. Direct/explicit instruction is active, reflective teaching in which the teacher recognizes that reading is an interactive process and that students can be effectively taught to become strategic in their comprehension of text (p.134).

Consequently, direct/explicit instruction not only helps and guides teachers with reading instruction, but it also offers excellent support to students leading them to accurate reading comprehension. It is also essential to consider how teachers teach the content and how the students take that content and use it to their benefit to apply it in written language (Rupley, Blair, & Nichols, 2009, p. 134). Regarding the application of direct/explicit instruction in the reading process, Rupley et al. (2009) concluded that this process could be carried out through five steps which are: "phonemic awareness, phonics, fluency, vocabulary, comprehension" (p.135). These steps are considered a guide to follow for direct/explicit instruction that effectively teaches

English reading skills while respecting the students' needs and language abilities during the reading process (p.136).

Origin of the Direct Instruction Model

Teaching practice has acquired the use of the direct method through six steps: "Review, presenting new content/skills, initial student practice, feedback, and correctives, student independent practice, weekly and monthly reviews" (Rosenshine, 1983, p. 3). First, the teacher is in charge of ensuring that the students understand the reading topics through the process of revision and re teaching. Then the teacher presents how the lesson objectives are going to be developed by introducing, modeling, and giving in detail the explanation of the content. After, the teacher monitors each student's comprehension and:

- a) Asks a large number of questions, (b) guides students in practicing the new material, (c) checks for student understanding, (d) provides feedback, (e) corrects errors, (f) reteaches when necessary, and (g) provides for a large number of successful repetitions. (Rosenshine, 1983, p. 6).

Giving constant feedback to students is essential to students because they see their progress, their mistakes, why those mistakes are happening, and how to improve them (Rosenshine, 1983). When students learn to work on their assessment, they move into the fifth step where independent student practice takes place. Thus, the teacher becomes an observer of the students' learning process while students follow the teacher's instructions and cues to follow up with what they are expected to do. During this stage, students demonstrate their understanding by putting the learned concepts into practice. Finally, the teacher checks the progress of what has

been taught and learned through weekly and monthly reviews (Rosenshine, 1983). The steps provided by Rosenshine (1983) have helped to give clarity and order to the direct instruction method.

Description of direct instruction.

Carnine, Silbert, and Kameenui (1997) found three primary mechanisms in the direct instruction development, which consist of "organization of instruction, program design, and teacher presentation techniques" (p. 8). Each of them explains how to teach students using direct instruction as a method. The first mechanism of the organization of instruction is divided into three main categories that are engaged time, scheduling, and arranging materials. "Reading-engaged time" is the term used to refer to the time students spend engaged in reading and completing follow-up activities (Carnine, Silbert, and Kameenui, 1997). Scheduling is the time structure in transitioning from one activity to another to take as much time as possible for reading instruction. Arranging materials is the way teachers can organize materials according to the instructional time developed in the reading lesson (Carnine, Silbert, & Kameenui, 1997).

The second mechanism of program design is based on the principle that the teacher is the one in charge of providing reading evaluations that includes the students' needs and expectations in reading (Carnine et al., 1997). When designing the instructional reading process during direct instruction, teachers must consider "specifying objectives, devising strategies, developing teaching procedures, selecting examples, sequencing skills, providing practice and review" (Carnine et al., 1997, p. 19). Each aspect allows improving reading instruction. The last mechanism of teacher presentation techniques is a variety of techniques that supply teachers with reading strategies to enhance their teaching experience in the classroom (Carnine et al., 1997).

Carnine et al. (1997) promoted the "small group instruction, unison oral responding, wait time, pacing, monitoring, diagnosis and correction, motivation, higher performance" (p. 14) as strategies to support the understanding and development of reading instruction and comprehension to complement the teachers' reading practice. These subcategories were designed to adjust the students' reading instruction development to their emerging needs in their reading process (Carnine et al., 1997).

Direct instruction applied in the lesson plan development.

Stein, Carnine, and Dixon (1998) recognized that "the primary goal of direct instruction is to increase, not only the number of students learning but also the quality of that learning by systematically developing important background knowledge" (p. 228). Teachers should consider the importance of the students' learning process by assuring that their background knowledge is strong enough to take from there to continue supporting their understanding and development in any topic. Stein et al. (1998) defined five subdivided principles that provide a specific direct instruction structure applied in the curriculum. These principles are the following: "identify big ideas to organize content, teach explicit, generalizable strategies, scaffold instruction, integrate skills and concepts, and provide adequate review" (Stein, Carnine, & Dixon, 1998, p. 228). In the first principle of identifying big ideas to organize content, Stein et al. (1998) assured that "the big ideas within a content area facilitate the greatest amount of knowledge acquisition in the content and make it possible for students to learn in the most efficient manner" (p. 229). This principle gives students better alternatives to increase their knowledge by having a specific and structured learning foundation where the perception of any concept has to be clear enough for the students to acknowledge what they have already learned (Stein et al., 1998). It is also necessary to 'evaluate big ideas' by evaluating materials content to identify if a concept has been assigned to

the instructional time to ensure a better learning performance (p. 229). Stein et al. (1998) confirmed that “all direct instruction programs teach students generalizable strategies when the nature of the content being taught permits” (p. 229). In other words, the second principle of teaching explicit, generalizable strategies can be applied if it is related to practical concepts where there is a constant, rotating, and developing learning process that allows the continuous practice of solving problems. For evaluating instructional strategies, Stein et al. (1998) emphasized that “educators need to locate instructional strategies for teaching those concepts and evaluate the integrity of those strategies using criteria from instructional design principles” (Stein et al., 1998, p. 230). The instructional design principle states the ability to assess the students’ understanding according to the type of evaluation provided for the teachers to the students.

In the third principle of scaffolding instruction, Stein et al. (1998) gave teachers support to model and coach other teachers to make their students complete their assignments with very few cues, and prompts to increase their learning independence (Stein et al., 1998, p. 231). To “evaluate scaffold instruction,” it is necessary to assess the students’ ability to complete a task (Stein et al., 1998, p. 231). The fourth principle of integrating skills and concepts benefits the students' understanding when they manage to apply the knowledge they acquired. To "evaluate integration," Stein et al. (1998) assessed the relationship between the curriculum concept integration with the concepts to integrate, which can be used in 'cross-curricular' concepts (p. 232). The fifth principle of providing an adequate review recognizes that the report is highly attached to the way the instruction is given and considers the students' understanding. When "evaluating review," teachers should avoid giving several assignments to students to increase a better review structure where they focus on the quality rather than quantity (Stein et al., 1998).

Role of the teacher in the direct instruction.

The direct instruction model has been a significant method for teachers because of its specificity and thoroughness (Rosenshine, 1983). In this particular method, teachers must arrange and plan strategies in a meaningful way to their students. Therefore, teachers should continuously assess their teaching practice to have a better understanding of what and how they are teaching and accommodate their instruction around their students' needs. Gunter, Estes, and Schwab (1995) agreed that "every teacher, in every subject, at every level of schooling has some learning objectives related to basic skills that must be mastered before the learner can move to other levels of thinking and learning" (p. 79). Considering that direct instruction is more effective when complemented by the use of other instruction strategies, it "should be used whenever the objectives of instruction indicate that such an approach will be effective" (Gunter Estes, & Schwab, 1995, p. 80).

Reading Methods or Strategies / Guided Reading / Foundations

Guided reading.

Guided reading is a strategy that provides a better idea of how instructional reading works. According to Jamison (2012), guided reading tries to adapt students' reading needs by placing them into small literacy groups with leveled books to acquire their reading independence progressively. Teachers can use guided reading in the classroom to set reading goals and improve students' reading abilities (p. 9). Jamison (2012) mentioned independent learning as an essential factor for teachers to consider as they develop activities for their students that are more engaging and can improve their reading independence (p.12).

Jamison (2012) agreed with Iaquina (2006) when mentioning that guided reading could be a research-based project that supports the students' reading development in a better way. Guided reading provides an alternative for teachers to improve and develop reading instruction through small groups where the students can benefit according to their needs (Iaquina, 2006). Iaquina (2006) provided relevant categories to show how guided reading works: guided reading descriptions and reasons, teacher role, and guided reading into the practice. The teacher acts as a facilitator to promote the students' reading performance by accurately exposing a good reading introduction and promoting interaction among students. Since every student in a classroom is a unique individual, "guided reading provides the necessary opportunity for teachers to teach reading strategies at the students' levels explicitly" because "teachers monitor students as they read, prompting for strategies and word identification as needed" (Iaquina, 2006, p. 414).

Foundations.

Fountas and Pinnell (2000) presented six categories that explain guided reading development and instruction: literacy progress, one's pace reading, guided reading, literature study, comprehension, and word analysis leaning, and reading and writing. Each category is based on what the students need to know and develop at each moment. Using foundational literacy skills can support English learners to become good readers because providing direct instruction in phonemic awareness and phonics improves word reading and word comprehension (Fountas & Pinnell, 2000).

Wilson (n.d) developed several literacy programs that support reading instruction, and one of them is called Foundations. With this program, the teacher follows detailed lesson plans to develop accurate reading by teaching young learners letter sounds and how to blend those letters to form words. This program also allows assessing teachers to teach English phonics to children.

To support phonemic instruction, language teachers have reading methods such as the Wilson Language Training (WLT) and the Wilson Reading System (WRS), also created by Wilson (n.d). These two programs focus on the students' reading development and the improvement of English language abilities. They also incorporate the four abilities of the language: reading, speaking, listening, and writing, which provides the teachers with an opportunity to learn how to teach and measure English language instruction in language learners' students Wilson (n.d).

Syllabication

Description of syllabication.

Carr (2012) stated that morphemes are divided into three categories: the syntactic category, meaning, and phonological form. Additionally, in one of the phonological constituents, the syllable is found and presents two crucial components: “onset and rhyme” (Carr, 2012, p. 71). These two components represent the structure that an English learner needs to know in order to understand how to read the words.

Therefore, syllabication can be unique to ESL students because of how this topic impacts their reading performance in a second language. Diliberto, Beattie, Flowers, and Algozzine (2009) indicated that the development of the syllabication strategies started to help students to learn to read and spell (p. 14). Simplifying this phonemic awareness aspect is crucial to beginning readers and English language learners to understand letter sounds in reading correctly (Diliberto et al., 2009).

Syllabication rules.

Syllabication plays an essential role in pronouncing words that are not identified as sight words, determining the right spelling of words, and dividing words that come after a line of print

(Heilman, 1998, p. 126). Heilman (1998) considered that "the ability to break down words into syllables is an important word-analysis skill that cuts across both phonic and structural analysis" (p. 126). Thus, the English language utilizes a set of rules for dividing words into syllables.

These rules are the following:

a) syllables are determined by the vowel sounds heard, b) syllables divide between double consonants or between two consonants, c) a single consonant between vowels usually goes with the second vowel, d) the consonants digraph and blends should not be divided, e) the words ending –ble, –cle, –dle, –gle, –kle, –ple, –tle and –zle form the final syllable, f) prefixes and suffixes form separate syllables (Heilman, 1998, p.126-127).

Uniqueness to ESL

As the ESL students learn to read words on a page, they also acquire an understanding of the individual words and passages. These two skills are reading and comprehension.

Comprehension is greatly improved by word-level understanding and correctly pronouncing unknown words and making connections with the spoken vocabulary previously experienced. (Green, Stockholm, Cearley & Sheffield-Anderson, 2015). Gómez and Sánchez (2016) asserted with Caro and Szczepaniak (2014) when stating that English language learners can move from speaking the L2 to understand it by learning printed words. Therefore, they can pronounce words, decode unknown words, and understand the information contained in the text with some fluency. In this sequence of skills, syllabification provides an efficient way to expand a reader's skill in the reading vocabulary (Heilman, 1998).

Heilman (1998) described phonic analysis as an "essential skill in beginning reading" (p. 1), demonstrating that it is crucial during the reading learning stage to know how to decode

words. However, to get to this point, the reading learning process has been adapted throughout the years to offer a better option of learning (Heilman, 1998, p. 9).

However, the population of ELL students in the schools of the United States has grown 95% between 1990 and 2004 (National Clearinghouse for English Language Acquisition [NCELA], 2002). The National Assessment of Educational Progress (NAEP, 2005) alerted that "66% of the ELL population in the United States score below the basic reading level in fourth grade and 67% in eighth grade" (NAEP, 2005 as cited in Cardenas et al., 2007, p. 249). By focusing at the early elementary grades on phonemic awareness and in particular syllabication to increase and improve, decoding will be a benefit to all ELL students by providing "the initial foundation on which reading, writing, and spelling develop" (Cardenas et al., 2007, p. 251).

Chapter 3: Project Design

In this chapter, I summarize the need for English language learners to gain skills in reading by connecting the written word to the spoken word. In addition, from the skills presented in Chapter two, word recognition is identified as a critical skill, and the role of syllabication is an essential set of skills for these students. Finally, given the fact that some teachers might not be trained in the teaching of phonics, the instructional materials for teaching syllabication are essential to help these teachers.

Therefore, Kayser (2004) specified that "children who are second language learners face the challenges of learning to speak, read, and write in English and learn the content of academic subjects while adjusting to the cultural and linguistic environment of American schools" (p. 1). Considering the cultural and English language adjustment of second language learners in English skills; however, "English can present a challenge for a learner who expects to find each letter always linked to just one sound" (Jenkins, Snow, Burns, & Griffin, 1998, p. 23). Meaning that English language learners are expected to phonemically compare and contrast their native language, Spanish in this case with their second language, English at the moment of learning English phonics and sounds (Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007). In contrast, Fitzgerald and Noblit 1999 as cited in Kayser, 2004 considered that "... the earliest stages of reading and writing development may outpace children's oral development in the second language and that native language reading development is not a prerequisite for learning to read in a new language" (p. 2). English language learners can learn English as a second language without mastering their native language skills completely.

While it is perceived that "Hispanics, the larger group, now represent over 13% of the nation's population and are projected to comprise a larger percentage in all regions by 2025" (Kayser, 2004, p. 1). Leading the responsibility of providing teaching alternatives that support English language learners' reading learning process through continued exposure to English reading material to acquire reading skills effectively. Frequently, if ESL students can pronounce a word as it is printed on the page, the students can connect it to the spoken word they know. For this reason, teaching decoding skills is an enhanced way of acquiring reading skills. According to Jenkins, Snow, Burns, and Griffin (1998):

Adequate initial reading instruction requires that children: use reading to obtain meaning from print, have frequent and intensive opportunities to read, are exposed to frequent, regular spelling-sound relationships, learn about the nature of the alphabetic writing system, and understand the structure of spoken words (p. 3).

Considering that, reading instruction involves phonemic awareness to comprehend print words, thus:

Understanding the basic alphabetic principle requires an awareness that spoken language can be analyzed into strings of separable words and words, in turn, into sequences of syllables and phonemes within syllables (Jenkins et al., 1998, p. 51)

Therefore, syllabication and the corresponding vowel sound rules for English syllables provide specific strategies for students to use in figuring out the word. Jenkins et al. (1998) affirmed that:

Once the learner of written English gets the basic idea that letters represent the small sound units within spoken and heard words, called phonemes, the system has many advantages: a much more limited set of graphemic symbols is needed than in either

syllabic (like Japanese) or morphosyllabic (like Chinese) systems; strategies for sounding out unfamiliar strings and spelling novel words are available; and subsequences, such as prefixes and suffixes, are encountered with enough frequency for the reader to recognize them automatically (p. 22-23).

In which, syllabication known as phonemes, is part of English language learners' reading development process when applying to decode to understand unknown print words. This process in English language learners can allow them to encompass English phonemic awareness.

As a result, direct/explicit instruction works as a teaching method that facilitates the understanding that English language learners need to understand the activities given about this syllabication topic explicitly. Consequently, Jenkins et al. (1998) stated that:

There is evidence that explicit instruction that directs children's attention to the phonological structure of oral language and the connections between phonemes and spellings helps children who have not grasped the alphabetic principle or who do not apply it productively when they encounter unfamiliar printed words (p. 321).

Explicit instruction supports and encourages the idea of teaching phonemic and language skills by considering the spoken words when recognizing the printed words. This result is achieved through many language development activities, such as the use of spelling words, sight words, reading aloud, and progressively independent reading, among others (Jenkins et al., 1998, p. 7).

While language teachers may understand the need for ESL students to gain proficiency in learning to speak the English language, they may not know specific reading skills that will improve a student's reading performance. Furthermore, even if the teachers know the skills, they may not know the preferred method for instruction for teaching the skills. My proposed project

will fill the gap in teacher knowledge and skills because "It is imperative that teachers at all grade levels understand the course of literacy development and the role of instruction in optimizing literacy development" (Jenkins et al., 1998, p. 10). According to Jenkins et al. (1998):

Teachers must know and be able to apply a variety of teaching techniques to meet the individual needs of students. They must be able to identify students' strengths and weaknesses and plan instructional programs that help students make progress. In addition to this expertise in pedagogy, teachers must master and integrate content knowledge that underlies the various subjects in the children's curriculum (p. 279).

Therefore, the acknowledgment in phonemic awareness must make language teachers aware of how to teach the phonemic skills necessary to differentiate the printed words with the spoken words by knowing the alphabetical principle and the relationship of letter sound and word recognition (Jenkins et al., 1998).

Consequently, my project intends to provide teachers with specific instructions for teaching the syllabication skills while applying the instructional approach, which research has identified as being effective. Jenkins et al. (1998) stated that "understanding the basic alphabetic principle requires an awareness that spoken language can be analyzed into strings of separable words, and words, in turn, into sequences of syllables and phonemes within syllables" (p. 15). The *syllable* in this project is a small part of phonemic awareness. Jenkins (1998) affirmed that "phonological awareness, the appreciation of speech sounds without regard for their meaning, is critical to discovering the alphabetic principle (the idea that letters generally represent the small speech segments called phonemes)" (p. 248). That is why I have prepared written lesson plans using the direct/explicit instruction approach for teachers to use in their instruction to teach syllabication rules with elementary ESL students. The lesson plans contain the information

needed to present and practice reading skill. By providing detailed instructional materials, it is expected that ESL teachers will be able to use the materials easily and freely.

Chapter 4: Product

In this chapter, the six lesson plans created were based on Heilman (1998) English syllabication rules and structured on Rosenshine (1983) direct instruction teaching steps. The purpose of this final project is providing direct/explicit instruction lesson plans in English syllabication rules to ESL teachers to help ESL elementary students to improve English reading, decoding and pronunciation. Therefore, the following are Heilman's syllabication rules.

a) syllables are determined by the vowel sounds heard, b) syllables divide between double consonants or between two consonants, c) a single consonant between vowels usually goes with the second vowel, d) the consonants digraph and blends should not be divided, e) the words ending –ble, -cle, -dle, -gle, -kle, -ple-tle and -zle form the final syllable, f) prefixes and suffixes form separate syllables (Heilman, 1998, p. 126-127).

These syllabication rules steps will be shown and explained in each lesson plan thinking of an easy way to show ESL teachers how to teach these rules to ESL elementary students. These lesson plans will be followed using Rosenshine's direct instruction steps, which are the following: "Review, presenting new content/skills, initial student practice, feedback and correctives, student independent practice, weekly and monthly reviews" (Rosenhine, 1983, p. 3).

These steps are explained as:

1. Review: students are asked to recall information from their previous learning. Review will also help students in learning the new content to understand and build background. The review lesson should contain subject matter directly related to the new content to check what students understand so far about the topic.

2. Presenting new content/skill: Introduces the new topic related to the syllabication rule.
3. Initial student practice: Opportunity for students to practice the new content taught by the teacher.
4. Feedback and corrective: The teacher is monitoring the students during initial practice through observation of correct and incorrect practice by the students. Throughout this time, the teacher is giving feedback to the students or assisting them with corrections.
5. Student independent practice: Students are given the opportunity to apply the new skills in the activity. The teacher can still monitor the students but may not provide feedback or corrections during this time. The students work independently.
6. Topic review: The teacher readdresses the new content and makes sure that the new content has been learned. This is usually done orally (aloud). This is an interactive part of the lesson between teacher-student. The teacher provides the student with a formative (it is usually made by a source) or informative (teacher creates the assessment) assessment to check for understanding of the content taught.

Hopefully, these lesson plans and resources will be handy, helpful, and useful, not only for ESL teachers, but for any teacher that wants to go beyond the teaching boundary. By taking a small part of the phonemic awareness, which in this case is, syllables to improve students' reading, decoding and pronunciation.

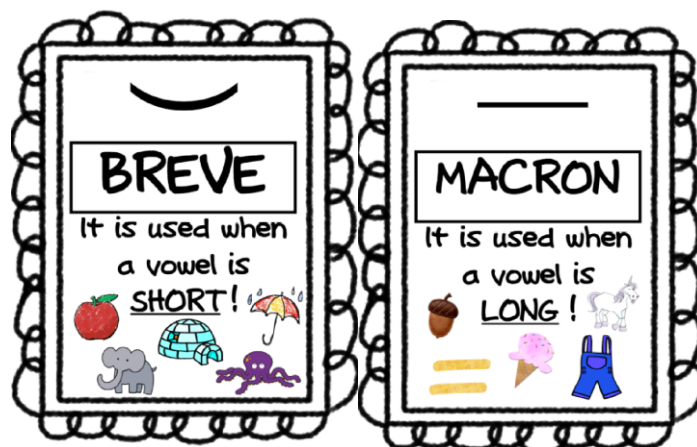
Syllabication Rules Lesson Plan 1

Topic: English syllabication rules	Rule # 1: Syllables are determined by the number of vowel sounds heard
Essential Standard/Common Core Objective: 2. RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Date submitted: _____ Date taught: _____
Daily Lesson Objective per syllabication rule: After instruction in the VC – CV rule and practice, students will identify syllables and pronounce the given words with 80% accuracy in two trials out of three.	

Direct/explicit instruction steps	Description of Activities	Time
1. Review	<p>The students will start reviewing vowels (a/e/i/o/u for long vowel sound, which does say their name) and (a/e/i/o/u short vowel sounds, which doesn't say their name).</p> <p>The students will have a visual aid (poster) to look at to refer to this topic when they need to double check their knowledge.</p>	

2. Presenting new content/skill

Teacher will explain the rules of long and short vowel sounds by writing the words on the board. (Teacher modeling examples of macron and breve).



CLOSED	OPEN
<p>EXAMPLE</p> <p> pencil</p> <p>dog girl pet bag crash rab / bit in / sect</p>	<p>EXAMPLE</p> <p> spider</p> <p>she why be go spl / der pa / per o / pen</p>
<p>DEFINITION</p> <p>A syllable in which a <u>single vowel</u> is followed by a <u>consonant</u>. This usually makes a <u>short sound</u>.</p>	<p>DEFINITION</p> <p>A syllable that <u>ends with a single vowel</u> (a, e, i, o, u). This usually makes a <u>long vowel sound</u>.</p>

Teacher lists words on the board as she reads them emphasizing vowel sound and has students repeat the words.

	Long	Short
1.	ape	apple
2.	whale	wall
3.	cape	cap
4.	hope	hop
5.	meat	met
6.	ate	at
7.	cute	cut
8.	lion	limp
9.	tiger	tip

The long vowel sound makes the word have an open syllable. (CV)

The short vowel sound makes the word have a closed syllable. (CVC)

3. Initial student practice

Call out words to the students (let the students spell out together and on the board where they can start marking up the word independently).

List of words (open-close):

-open word list

She, go, me, no, be, we, me, he, she, go, no, hi, so.

-close word list

Dog, cat, bag, bed, swim, lip, pat, pan, bid, bad, not, can, but, had, him, get.

Teacher will orally present words. Students will spell out words as teacher writes the words on the board. (Select student to come to board and mark the macron or breve for the word). Dry-erase to mark vowels into open and closed syllables

4. Feedback and corrective

While students are practicing marking macron or breve on the white board, the teacher will walk around the room and monitor their practice, the teacher will assist students in making any corrections and give positive feedback.

	Long	Short	
1.	ape	apple	1
2.	whale	wall	2
3.	cape	cap	3
4.	hope	hop	4
5.	meat	met	5
6.	ate	at	6
7.	cute	cut	7
8.	lion	limp	8
9.	tiger	tip	9

5. Student independent practice

Students will have a list of words in a worksheet to mark the words (students will be reminded to use the breve for short sound and the macron for long sound).

Students will turn in the sheet to be scored by the teacher.



Syllabication rules worksheet Rule # 1: Syllables are determined by the number of vowel sounds heard

1. Identify open and closed vowel sounds in the following words, beside each word write open or closed.

- | | |
|--------------|---------------|
| a. She _____ | n. Dog _____ |
| b. Go _____ | o. Cat _____ |
| c. Me _____ | p. Bag _____ |
| d. No _____ | q. Bed _____ |
| e. Be _____ | r. Swim _____ |
| f. We _____ | s. Lip _____ |
| g. Me _____ | t. Pat _____ |
| h. He _____ | u. Pan _____ |
| i. She _____ | v. Bid _____ |
| j. Go _____ | w. Bad _____ |
| k. No _____ | x. Not _____ |
| l. Hi _____ | y. Can _____ |
| m. So _____ | z. But _____ |

6. Topic review

<https://www.youtube.com/watch?v=c3j3YVocNxk>

After watching the open and closed vowel video by Nessy, the students will practice more word examples by practicing with a partner the vowel and consonants.

The teacher will have premade letter cards for the students to use. The teacher will call out a word and the students with those cards will come to the front and arrange themselves to spell the word. Then the class will explain if the spelled word is open or closed. The teacher will continue to call out words and the students will use the cards to spell the word and name whether it is open or closed.

(For the activity, it should be premade we, b-d, go, and n-t. When doing this activity with students the vowel cards would only need to be made one time and change as words are being spelled. That is why “b-d” (bed) and “n-t” (not) have the vowels missing in the picture.)



7. Assessment Results of all objectives / skills:

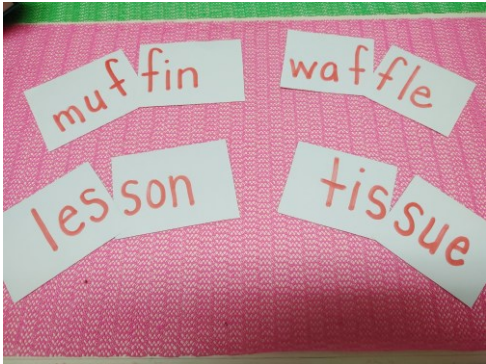
The teacher will use the independent practice as a way to assess the students' mastery of the syllable rule learned. The use of macron and breve in the assessment will show understanding of the vowel sounds.

When the students mark the open syllable with a macron and the closed syllable with a breve it will show their understanding of the objective taught.


<p>Vocabulary/ HFW:</p> <p>open word list</p> <p>She, go, me, no, be, we, me, he, she, go, no, hi, so.</p> <p>Dog, cat, bag, bed, swim, lip, pat, pan, bid, bad, not, can, but, had, him, get.</p>	<p>Syllables taught:</p> <p>The long vowel sound makes the word have an open syllable. (CV)</p> <p>The short vowel sound makes the word have a close syllable. (CVC)</p>
<p>Materials/Technology: The teacher will create a poster with long and short vowel sound words to have visual aid (a, apple, a, for short), (a, acorn, a for long)</p> <p>White board, markers and erasers.</p>	
<p>Reflection on lesson: The teacher writes here after the lesson is taught.</p>	

Syllabication Rules Lesson Plan 2

Topic: English syllabication rules	Rule # 2: Syllables divide between double consonant /ss/ and /ff/ or between two consonants.
<p>Essential Standard/Common Core Objective:</p> <p>2. RF.3c Decode regularly spelled two-syllable words with long vowels.</p>	<p>Date submitted: _____ Date taught: _____</p>
<p>Daily Lesson Objective per syllabication rule:</p> <p>The students will learn to divide words with double consonants or between two consonants such as /ss/ and /ff/.</p>	

Direct/explicit instruction steps	Description of Activities	Time
1. Review	<p>The teacher would begin reviewing words that are 1 syllable that end with double consonant /ss/ and /ff/ (boss, grass, kiss, toss, bless, mess, fluff, buff, cuff, off, stiff). The teacher will write in the white board these words as a visual aid for the students to follow.</p>	
2. Presenting new content/skill	<p>The teacher will explain to students that when a double consonant is in the middle of a two syllable word, the double consonants are split. One letter will go with the 1st syllable and the other letter will go with the 2nd syllable.</p> <p>(examples: scissors, messy, essay, tissue, lesson, muffin, office, waffle, shuffle, offer)</p>	
3. Initial student practice	<p>The teacher will put students into small groups. Each group will receive a set of cards. On these cards will be two-syllable words that have been cut in half. (the word muffin will be on 2 cards “muf” and “fin”) The students will work in their small groups to put the words together using the cards.</p> <p>Materials: ziploc bags with two syllable words pre-cut by using the double consonants /ss/ and /ff/ syllable rule.</p> 	

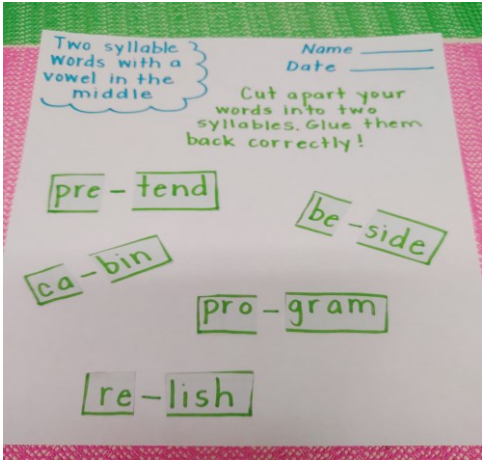
4. Feedback and corrective	After small groups have completed putting their bag of words together, the students will be asked to turn to a neighboring group. They will then check each other's cards for accuracy. During this time, the teacher will be asking the students if they saw any errors. These errors can be addressed on the board.	
5. Student independent practice	Online game: Students will use their chrome books to play the game. https://www.roythezebra.com/reading-games/double-consonants-ff-ss.html	
6. Topic review	The teacher will ask students to raise their hand and give an example of a word with a double consonant. The student will spell the word aloud and then explain where to split the word into the two pieces. If a student is stuck and cannot think of a word, the teacher will suggest a word for them to spell.	
7. Assessment Results of all objectives / skills:	Students will be given a worksheet with a list of two syllable words using /ss/ and /ff/. They will be asked to write the words into syllable breaks.	

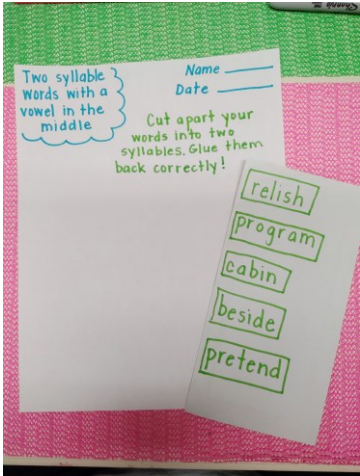
<div><p>Syllabication rules worksheet, rule # 2 syllables divide between double consonant /ss/ and /ff/ or between two consonants.</p><p>Divide the following words in syllables.</p><p>Example: lesson: les/son</p><ol style="list-style-type: none">Lesson: _____Session: _____Tissue: _____Scissors: _____Messy: _____Essay: _____Message: _____Pressure: _____Assist: _____Russia: _____Muffin: _____Waffle: _____Office: _____Shuffle: _____Offer: _____Truffle: _____Affect: _____Buffet: _____Caffeine: _____Fluffy: _____</div>	
<p>Vocabulary/ HFW: (one syllable words for review) boss, grass, kiss, toss, bless, mess, fluff, buff, cuff, off, stiff. (two syllable words for new content) lesson, session, tissue, scissors, messy, essay, message, pressure, assist, Russia, muffin, waffle, office, shuffle, offer, truffle, affect, buffet, caffeine, fluffy</p>	<p>Syllables taught: separating two syllable words with the double consonants /ss/ and /ff/</p>
<p>Materials/Technology:</p> <p>Interactive whiteboard for the teacher to write words on in the beginning of the lesson. Students will need Ziploc bags with premade two-syllable words. Students will need a Chromebook. The teacher will create an assessment.</p>	
<p>Reflection on lesson: The teacher writes here after the lesson is taught.</p>	

Syllabication Rules Lesson Plan 3

Topic: English syllabication rules	Rule # 3: A single consonant between vowels usually goes with the second vowel (vcv). Ex: <u>Spi</u> / <u>der</u> , ri/ver , clo/set.
Essential Standard/Common Core Objective: 2. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Date submitted: _____ Date taught: _____
Daily Lesson Objective per syllabication rule: Students will learn to identify that a single consonant between two vowels goes with the second vowel. Example: bingo, bin/go.	

Direct/explicit instruction steps	Description of Activities	Time
1. Review	The teacher will review one and two syllable words with a single vowel (open syllables). Examples will be written on the board and the teacher will model how they are separated into their syllables if applicable. Examples will include, menu, bingo, and unit, flu, go, we. These words put the vowel by itself when separating into syllables.	
2. Presenting new content/skill	<p>The new content will introduce to students how to separate two syllable words when the vowel is in the middle. Students will be taught that the vowel goes with the first syllable. The teacher will model how the words will look in correct and incorrect syllable breaks. This will show the students the importance (and proper way) of putting the vowel with the first syllable.</p> <p>For example, the teacher will model the word <i>beside</i>. She will write bes-ide and be-side. Students will orally read the words by looking at the syllable break. The teacher will explain how the second example is the correct way to break a two syllable word when the vowel is in the middle of the word.</p>	

3. Initial student practice	<p>Students will receive individual white boards. The teacher can present the words in the front of the classroom and allow students to copy the examples. This would be a modeling style lesson format. The teacher continues to write examples correctly and the students continue to copy the words correctly.</p> <p>Two syllable words: Relish, program, beside, cabin, patrol, pretend, diver, poster, polish, and limit.</p>	
4. Feedback and corrective	<p>As students are writing the modeled words, the teacher will provide oral feedback to them. They can also be given opportunities to talk amongst each other and give feedback in a small group or collaborate setting. Corrections will be made at the front of the room by the teacher to give students an opportunity to learn from mistakes.</p>	
5. Student independent practice	<p>Students will be given a cut and paste activity. They will be given two syllable words and then asked to cut them in the correct syllable break. They will glue the two pieces together on a separate sheet of paper.</p>  <p>The image shows a worksheet with the title 'Two syllable words with a vowel in the middle' and instructions: 'Cut apart your words into two syllables. Glue them back correctly!'. Below the instructions, five words are shown with their syllables separated by a hyphen and enclosed in boxes: 'pre-tend', 'be-side', 'ca-bin', 'pro-gram', and 're-lish'.</p>	
6. Topic review	<p>This syllable rule seems to be more difficult for non-native speakers (ESL students). This syllable rule requires very specific examples and practice. The teacher can review the topic with students by allowing them more practice using white boards. The teacher can call out the words and students can continue to practice them and the correct way to break them into two syllables.</p>	

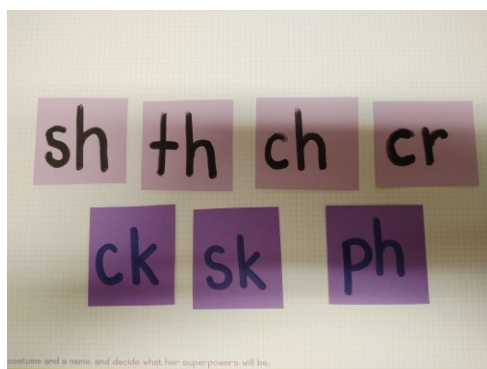
<p>7. Assessment Results of all objectives / skills:</p>	<p>The students will be assessed in this syllabication rule through a worksheet. They will be diving a single consonant between vowels.</p> 
<p>Vocabulary/ HFW: Two syllable words for the review - menu, unit, bingo, we, no, hi, me, she, so, sky. Two syllable words for the new content lesson - relish, program, beside, cabin, patrol, pretend, diver, poster, polish, limit.</p>	<p>Syllables taught: (vcv) syllable formation</p>
<p>Materials/Technology: white board at the front of the room for the teacher, individual white boards, cut and paste activity (scissors and glue).</p>	
<p>Reflection on lesson: The teacher writes here after the lesson is taught.</p>	

Syllabication Rules Lesson Plan 4

<p>Topic: English syllabication rules</p>	<p>Rule # 4: The consonants digraph and blends should not be divided.</p>
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Essential Standard/Common Core Objective: 2. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Date submitted:	Date taught:
Daily Lesson Objective per syllabication rule: Students will learn to recognize that consonants digraphs and blends cannot be divided into a syllable.		

Direct/explicit instruction steps	Description of Activities	Time
1. Review	<p>Students will review examples of digraphs and blends with a video/song.</p> <p>Digraphs: https://www.youtube.com/watch?v=NK8_Tvu6bJk</p> <p>Blends: https://www.youtube.com/watch?v=pQgJnpE7IL8</p> <p>Note: For this lesson, students should be comfortable using a variety of digraphs and blends.</p>	
2. Presenting new content/skill	<p>Students will be given small cards with sh, th, ch, cr, ck, sk, ph. The teacher will call out words and the students will use the small cards to put the digraph/blend into the two syllable words correctly. They can use a notebook or sheet of paper to finish spelling the word because the small cards will only have a digraph/blend on them. During this activity, the teacher will be instructing the students that digraphs and blends do not get broken or divided when there is more than one syllable.</p>	



3. Initial student practice	The students will continue to use their cards for independent practice. The cards can also be one sided and students can add their own digraph and blend to the other side of the cards. Students will then write new words of their choice into the notebook or onto the paper continuing to use the cards.	
4. Feedback and corrective	The teacher will circulate through the classroom and monitor students' use of the cards and spelling of two syllable words. The teacher could stop at each individual student and have them create a word with their cards. (This will also serve as the assessment piece of this lesson)	
5. Student independent practice	Students will play a game with two dice. One die has letters and the other die has numbers. Students will be given a worksheet to color as they roll the dice. If their dice land on a combination that matches a two syllable word with a digraph or blend, they color the word.	

Name _____ Date _____


 READ and COLOR

Roll the A-F die and the 1-6 die. Read the word in the box. If the word has a double syllable digraph or blend, color it.

F	teacher	horse	green	hamster	jelly	blanket
E	lawn	basket	dentist	magnet	publish	velvet
D	brother	shirt	locker	athlete	chicken	dolphin
C	pocket	catnip	weather	rocket	agree	sunset
B	jacket	knuckle	lemon	preacher	floor	kitten
A	clock	secret	cricket	pants	invent	rabbit
	1	2	3	4	5	6

6. Topic review

The students will be asked oral questions, or asked to give examples, by the teacher as a review. Each of these questions could be asked multiple times.

1. Name a digraph or blend that is not separated in a two syllable word.
2. Give me an example of a two syllable word that uses a digraph or blend.
3. Spell a word that uses a digraph or blend and explain where the syllable break is.

7. Assessment
Results of all objectives / skills:

During the feedback portion and independent portion of this lesson, the teacher will be able to visually assess students' knowledge of this syllabication rule. The independent practice game sheet can also be collected and reviewed by the teacher as an assessment resource.

Vocabulary/ HFW:

Teacher, basket, brother, weather, athlete, secret, dolphin, jacket, preacher, cricket, agree

Syllables taught: Identifying digraphs in a two syllable word and consonant blends (ch/ th).

Materials/Technology: Worksheets, YouTube videos, small cards, dice game.

Reflection on lesson: The teacher writes here after the lesson is taught.

Syllabication Rules Lesson Plan 5

Topic: English syllabication rules	Rule # 5: The words ending –ble,-cle,-dle,-gle,-kle,-ple-tle and –zle form the final syllable.
Essential Standard/Common Core Objective: 2. RF.3e Identify words with inconsistent but common spelling-sound correspondences.	Date submitted: _____ Date taught: _____
Daily Lesson Objective per syllabication rule: The students will learn to recognize the final syllable type three-letter blend (gl-, bl-, pl-.fl-).	

Direct/ explicit instruction steps	Description of Activities	Time
1. Review	The teacher will review with students different blends and explain that the new syllable rule will be using some of these familiar blends. (gl-, bl-, pl-.fl-)	
2. Presenting new content/skill	When presenting the new content, the teacher will use examples of blends from the review part of the lesson and add an “e” to the end (-gle, -ble, -ple, -dle). The teacher will explain to students that adding this “e” will make a three-letter blend. Three letter blends are found at the end of a word. The “e” does not make a vowel sound. The teacher will present these new three letter blends in a chart. At the top of the chart will be the three letter blends and together with the class the teacher will write words under each. Throughout the lesson, the teacher will remind students that this syllable rule is for words with more than one syllable. The teacher should also remind students to always include the “e.” When completing the chart, the three-letter blend can be underlined.	


-ble	-ple	-gle	-dle
bubble	maple	giggle	riddle
nibble	purple	beagle	handle

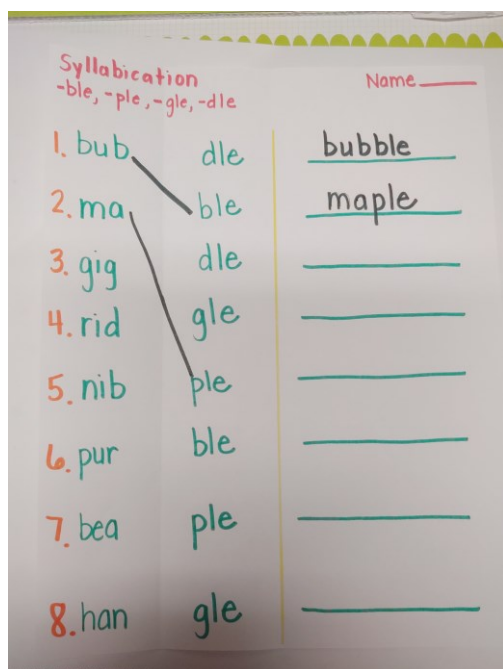
The chart to be used in presenting new content.
Rule #5

3. Initial student practice

<http://www.riversidelocalschools.com/Downloads/Level%202%20Stories%20for%20web2.pdf>

The teacher will hand out copies of the story “Aunt and Uncles.” From Foundations source. Together with the teacher, the class will read the story. After reading the story the teacher will explain that in the story were words that used the new syllabifications rules; words ending in -tle, -fle, -ble, -dle, -kle, and -ple. The teacher will direct students to go back into the story and highlight any words that use the new syllabication rule taught. *The words that are located in the story include uncle, able, giggle, grumble, puddle, Scrabble (the name of the game), settles, fable, and beagle.*

	<div data-bbox="418 205 600 289">  </div> <div data-bbox="938 241 1060 258">Aunts and Uncles</div> <div data-bbox="1230 241 1279 258">Unit 17</div> <p>Do you have an aunt or uncle who is very special to you? Sometimes kids have an aunt or uncle who lives close to them and spends lots of time with them. Other times an uncle or aunt may live far away but is still able to call, email, and send letters or gifts to the children who are special to them.</p> <p>I know some kids who think their Aunt Barb and Uncle Ed are the best aunt and uncle in the world. Barb and Ed do not have kids of their own, so they like to spoil the children of their brothers and sisters. They have big jobs that keep them quite busy, but they still make time for the kids. They even giggle at the kids' silly jokes! The kids like the fact that Barb and Ed really listen to them. When the kids were young they would never grumble about how much noise they made or complain about the messes they made when they jumped in puddles. As a matter of fact, Ed sometimes jumped in the puddles too!</p> <p>Spending time with Barb and Ed is a great treat. They live on the water so sometimes Uncle Ed takes the kids for a boat ride. Barb plays games like Scrabble with the kids or settles down with a good fable story or video with them. Best of all is playing with Barb and Ed's dog. The first dog they had was a beagle named Barney. He died a few years ago. The kids, and Barb and Ed miss him a lot. The new dog's name is Jackson. Jackson is lots of fun and is always happy to see the kids.</p> <p>Now that the kids are older, they are busy and do not visit with Aunt Barb and Uncle Ed as much. Barb and Ed try to stay close to them and get to see them from time to time. Aunts and uncles can be very special parts of a family.</p> <div data-bbox="706 871 987 903"> <p>Fundations® Level 2 Storytime © 2003, 2010 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.</p> </div>	
4. Feedback and corrective	While students are highlighting the words in the story, the teacher will walk around and monitor. The teacher will be looking for students who need help locating words and will provide positive feedback to students who are being successful in finding the words.	
5. Student independent practice	Students will be given a sheet with the two syllable words broken into their parts. They will be asked to match the beginning syllable with the ending syllable to create the complete word that follows the syllabication rule. They will also be asked to write the word after finding the match.	



6. Topic review	After students have completed the initial practice and the independent practice, they will review their answers. They will be placed with a partner for this review activity. They will be assisting each other in finding the words from the “Aunts and Uncles” story. They will also be assisting each other in reviewing the matching activity sheet.	
7. Assessment Results of all objectives / skills:	For the assessment, the teacher will administer a spelling test. Words will be called out orally to the class and they will be asked to spell the words on a piece of paper. Words for the spelling test will include words from the previous activities, along with some different words. The spelling test will consist of fifteen words. (bubble, maple, giggle, riddle, purple, cuddle, staple, marble, muzzle, bugle, gobble, apple, maple, scribble, simple)	
Vocabulary/ HFW: uncle, giggle, grumble, puddles, scrabble, settle, beagle, bubble, maple, riddle, nibble, purple, handle.		Syllables taught: gle, -ble, -ple, -dle
Materials/Technology: teacher created chart, copies of the story “Aunts and Uncles,” highlighters for students, matching worksheet for independent practice		

Reflection on lesson: The teacher writes here after the lesson is taught.

Syllabication Rules Lesson Plan 6


Topic: English syllabication rules	Rule # 6: Prefixes and suffixes form separate syllables.
Essential Standard/Common Core Objective: 2. RF.3d Decode words with common prefixes and suffixes.	Date submitted: Date taught:
Daily Lesson Objective per syllabication rule: The students will learn to separate prefixes and suffixes when separating words into syllables. This lesson will focus on the prefixes un-, re-, dis-. This lesson will focus on the suffixes -y, -ly, -ty.	

Direct/ explicit instruction steps	Description of Activities	Time
1. Review	<p>The teacher will review with students that in this lesson we are going to be adding prefixes and suffixes to base words. The teacher will go over the meaning of a base word. They will explain that a prefix and a suffix will change the meaning of the word.</p> <p>Example: dis-appear (prefix)</p> <p>Safe-ly (suffix)</p>	

2. Presenting new content/skill	<p>The teacher will go over the prefixes for this lesson; un-, re-, dis-. The teacher will explain the meaning of these prefixes and explain that prefixes are added to the beginning of a word. Un- means not, re- means again, and dis- means apart. The teacher will then explain the meaning of the suffixes; -y, -ly, and -ty and explain that suffixes are added at the end of a word. When you add -y it means characterized by, -ly means in the manner of, and -ty means the state of.</p> <p>For the lesson, the teacher will display different words that have prefixes and suffixes. The students will identify the base word, along with whether the word contains a prefix or suffix. As the teacher and students are going over these words, the teacher will explain the syllabication rule. The rule states that the prefix and suffix need to be separated from the base word. For example, in the word “review,” students will be taught that re- stands alone and the base word is view. When a word contains a suffix, as in the word “chilly,” the -y stands alone and the base word is chill.</p>	
3. Initial student practice	<p>The teacher and students will view short videos on some of the prefixes and suffixes. During the videos the teacher can stop and ask the students to identify the word in the video and its’ prefix or suffix. They would also be instructed to explain where the syllable break would be in the word. Another option for the teacher would be to turn on the closed captions to aid the students in identifying the words in the videos.</p> <p>https://www.youtube.com/watch?v=gOoZ3HAbhO0</p> <p>https://www.youtube.com/watch?v=Ew5gLubejSs</p> <p>https://www.youtube.com/watch?v=txNARc6bCxI</p>	
4. Feedback and corrective	<p>Feedback and correction can occur during the students practice portion of the lesson. As the words are being discussed from the videos, the teacher will provide corrections as necessary. The teacher can also provide positive feedback for correct answers.</p>	

5. Student independent practice

The students will have two sort words worksheets where they will be cutting and pasting in the right order the suffixes and prefixes.


Prefix Sort


Name: _____

Directions: Cut and sort the words into the correct prefix category. Underline the base word and circle the prefix.

pre-	re-	dis-

preview	rewrite	disobey	preheat
redo	retake	dishonest	recopy
discolor	dislike	prebake	discover
prewrite	display	remake	pretest
rewind	refell	preread	disagree

Kimberly Boor


Suffix Sort

Name: _____

Directions: Cut and sort the words into the correct suffix category. Underline the base word and circle the suffix.

-y	-ly	-ty

safely	ninety	merrily	windy
chilly	rainy	sixty	safety
amoky	bravely	puffy	wildly
cloudy	barely	sunny	quietly
happily	fifty	actively	faulty

Kimberly Boor

6. Topic review

The teacher will be dictating prefixes and suffixes words from the sort and paste activity and what the students will be doing is writing the words in white boards and circling the prefix and suffix.




7. Assessment Results of all objectives / skills:

The teacher will assess in two different worksheets some of the prefixes and suffixes learned in this lesson. The first assessment is prefixes, the students will write the prefix “dis” on the selected words in the chart.

Prefix Dis-

Name: _____ Date: _____

Dis: not

Root Word	Add Dis-
appear 	
like 	
trust 	
honest 	
cover 	

The second assessment is suffixes; the students will be adding accordingly the suffix.

Add -ly, -y, or -ful to these words.

pain____	sand____	sleep____
wind____	week____	night____
stick____	care____	rust____
bright____	glad____	care____
hope____	wish____	thank____
sad____	gent____	rain____
hair____	quick____	forget____
snow____	quiet____	safe____

<p>Vocabulary/ HFW:</p> <p>Vocabulary: base word, prefix, suffix</p>	<p>Syllables taught:</p> <p>prefixes un-, re-, dis-</p> <p>suffixes -y, -ly, -ty</p>
<p>Materials/Technology:</p> <p>YouTube videos, worksheets, white boards, markers, erasers.</p>	
<p>Reflection on lesson: The teacher writes here after the lesson is taught.</p>	

Chapter Five: Conclusion

At the beginning of this journey, I had many difficulties in placing my ideas to explain and present what I wanted to achieve as a final work. It was quite a rough start but necessary to understand and develop in a better way how I wanted to structure the chapters. In general, this research project allowed me to learn about a topic that I was not familiar with, which in this case is English syllabication rules.

The English syllabication rules in this project were articulated with direct/explicit instruction to enhance rapid learning as well as improving reading, pronunciation and decoding for ESL elementary students. Consequently, direct/explicit instruction will be helping ESL teachers as well in refining their teaching practice by having English syllabication lesson plans as guidance to follow and apply in their lessons.

Therefore, the lesson plans were created as a final project for ESL teachers that wanted to have a different focus on how to teach English syllabication rules. While developing the lesson plans, I learned that English reading instruction should continuously be monitored in English learners through language aspects, such as syllabication, because it can provide the opportunity of showing growth in reading skills by improving and increasing phonemic awareness. I believe that English syllabication rules will help me improve my teaching. I now understand this topic is beneficial for instructing ESL elementary students because I also had to learn the rules from the beginning.

The lesson plans that I created helped me to appreciate how English syllabication rules are taught using direct/explicit instruction as the primary teaching method for this final project. Direct/explicit instruction is one of many teaching methods that can provide, in this particular

case, ESL teachers with a clearer understanding of how to improve reading instruction using syllabication rules as one of the phonemic awareness aspects to learn how to break down words. Therefore, learning English syllabication rules will help ESL elementary students because of the impact that it has on decoding. Improved decoding helps students with their English reading skills and pronunciation. This final product resulted in reinforcing English syllabication rules through direct/explicit instruction. Both ESL students and teachers will benefit from these lesson plans. The lesson plans can be used as a systematic guide in each syllabication rule.

I hope to see my product used in a way that it can benefit ESL teachers by providing them with a direct instruction model. However, since my thesis is project-based, I believe any further work would depend on the needs of the ESL teachers. Depending on those needs, I could expand this project by creating more lesson plans. The lesson plans will be open to being edited according to the teacher's need because there are many ways in which these lesson plans can be improved or developed. Thus, I would like to allow the ESL teacher to either edit or add information to the lesson plans or to adapt these lesson plans to suit their individual needs. Lastly, as understanding and following English syllabication was hard for me, it made me realize that I need to keep studying English phonological (phonics) and phonemic awareness (syllables, rhymes, and beginning sounds), and improving from this learning. These are two different topics, but what they both have in common is the understanding of English sounds. As a Spanish teacher and now as a TESOL graduate to be, I would like to achieve further studies in these two language aspects of English phonics from the beginning. My thesis helped me to improve teaching and will guide me in being a better teacher of English to speakers of other languages.

Appendices

Syllabication rules worksheet rule # 2: syllables divide between double consonant /ss/ and /ff/ or between two consonants.

Divide the following words in syllables.

Example: lesson: les/son

Lesson: _____

Session: _____

Tissue: _____

Scissors: _____

Messy: _____

Essay: _____

Message: _____

Pressure: _____

Assist: _____

Russia: _____

Muffin: _____

Waffle: _____

Office: _____

Shuffle: _____

Offer: _____

Truffle: _____

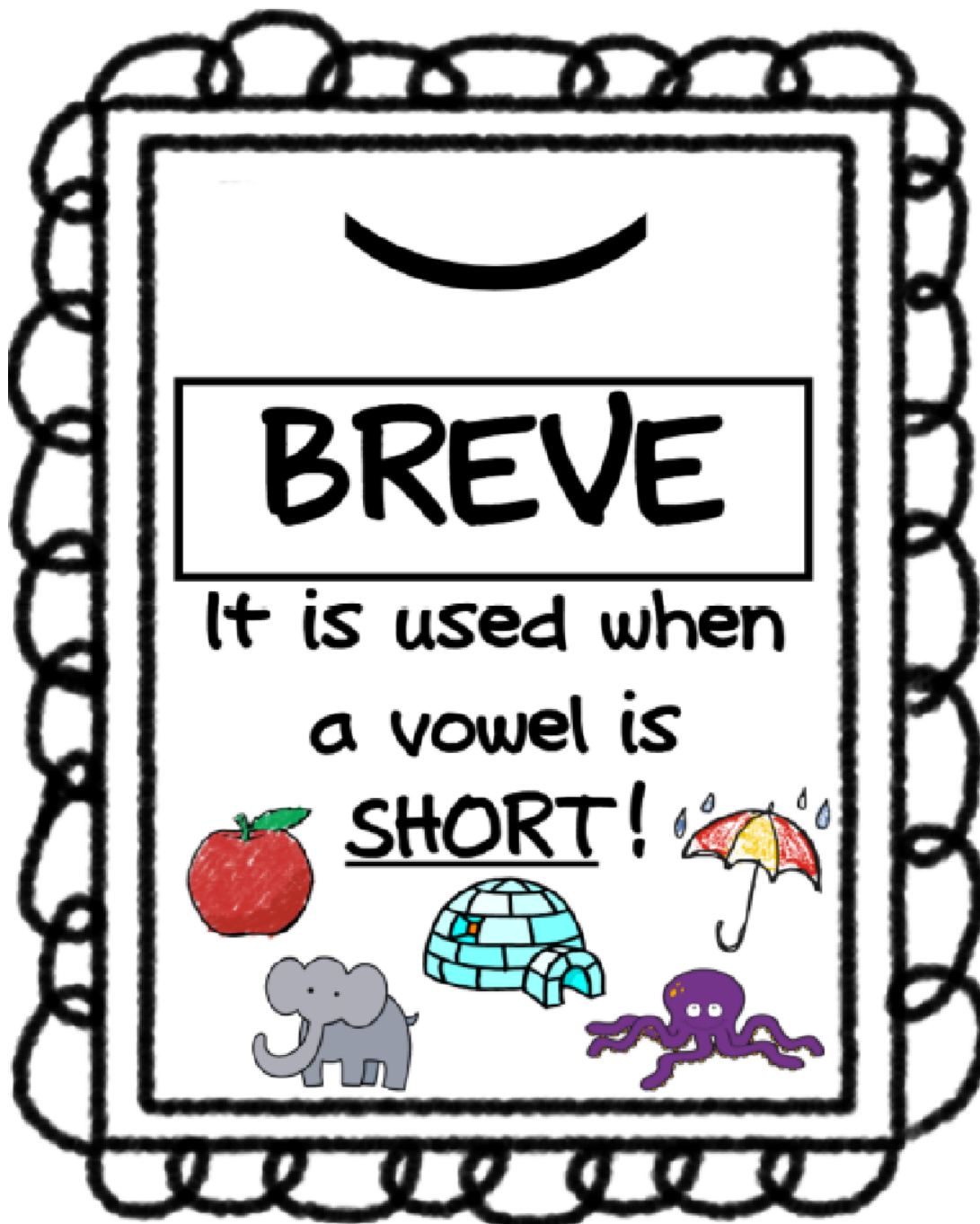
Affect: _____

Buffet: _____

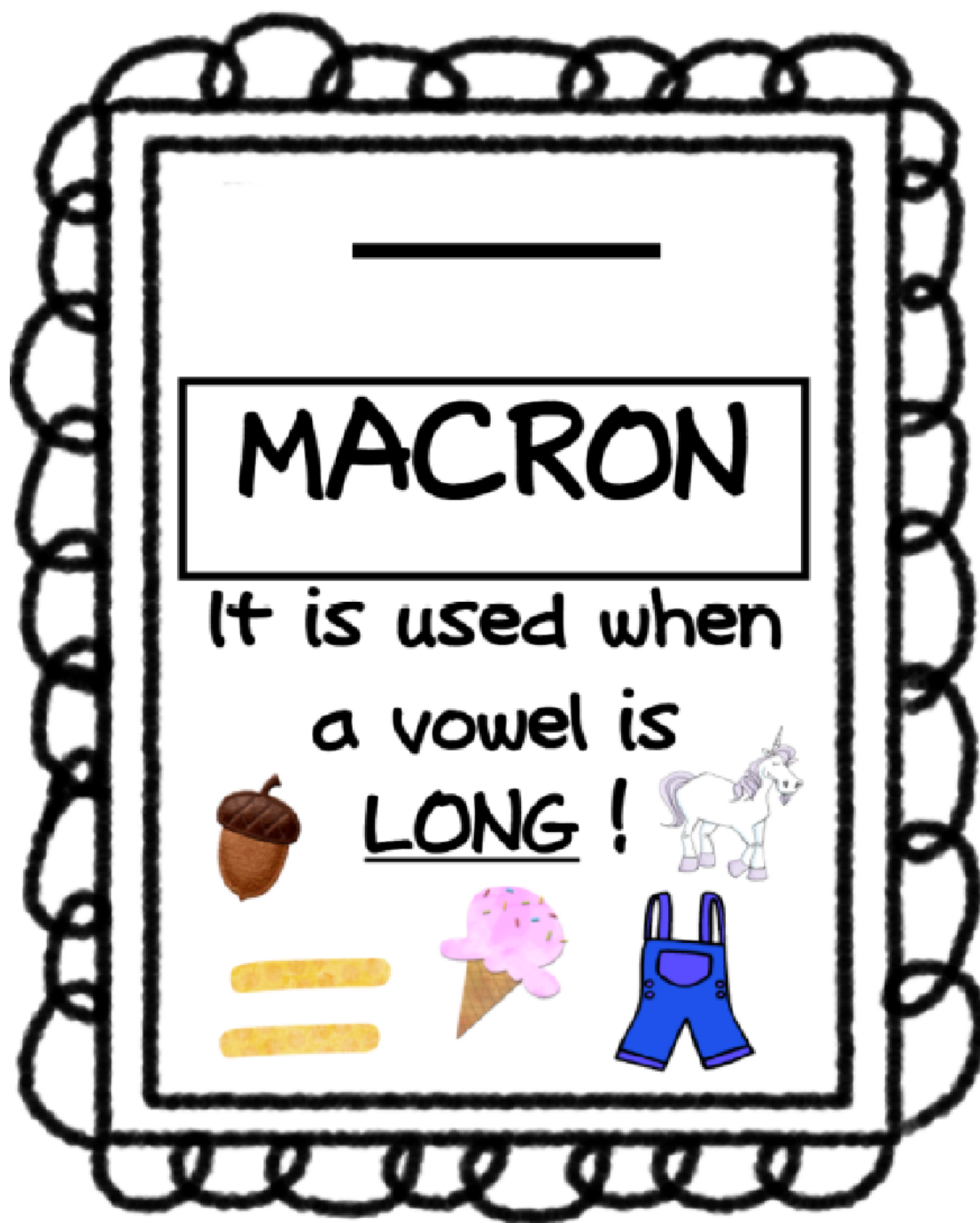
Caffeine: _____

Fluffy: _____

Created by Marisol Velez



Poster created by Starsha Malek and found in teacherspayteachers.




Poster created by Starsha Malek and found in teacherspayteachers.

the keane teacher
@thekeaneteacher

CLOSED

EXAMPLE



pencil

dog girl pet bag crash rab / bit in / sect


DEFINITION

A syllable in which a single vowel is followed by a consonant. This usually makes a short sound


Poster created by @thekeaneteacher and found in teacherspayteachers.

the
keane
teacher
@thekeaneteacher

OPEN



EXAMPLE



spider

she why be go spi / der pa / per o / pen

DEFINITION






A syllable that ends with a single vowel
(a, e, i, o, u)
This usually makes a long vowel sound

Poster created by @thekeaneteacher and found in teacherspayteachers.

Prefix Dis-

Name: _____ Date: _____

Dis: not

Root Word	Add Dis-
appear 	
like 	
trust 	
honest 	
cover 	

Activity taken from teacherspayteachers.

Add -ly, -y, or -ful to these words.

pain_____

sand_____

sleep_____

wind_____

week_____

night_____

stick_____

care_____

rust_____

bright_____

glad_____

care_____

hope_____

wish_____

thank_____

sad_____

gent_____

rain_____

hair_____

quick_____

forget_____

snow_____

quiet_____

safe_____

Activity taken from teacherspayteachers.

Name: _____



Suffix Sort



Directions: Cut and sort the words into the correct suffix category. Underline the base word and circle the suffix.

-y	-ly	-ty

safely	ninety	merrily	windy
chilly	rainy	sixty	safety
smoky	bravely	puffy	wildly
cloudy	barely	sunny	quietly
happily	fifty	actively	faulty

Kimberly Baer

Activity taken from teacherspayteachers.



Name: _____

Prefix Sort

Directions: Cut and sort the words into the correct prefix category. Underline the base word and circle the prefix.

pre-	re-	dis-

preview	rewrite	disobey	preheat
redo	retake	dishonest	recopy
discolor	dislike	prebake	discover
prewrite	display	remake	pretest
rewind	retell	preread	disagree

Kimberly Baer

Activity taken from teacherspayteachers.



Aunts and Uncles

Unit 17

Do you have an aunt or uncle who is very special to you? Sometimes kids have an aunt or uncle who lives close to them and spends lots of time with them. Other times an uncle or aunt may live far away but is still able to call, email, and send letters or gifts to the children who are special to them.

I know some kids who think their Aunt Barb and Uncle Ed are the best aunt and uncle in the world. Barb and Ed do not have kids of their own, so they like to spoil the children of their brothers and sisters. They have big jobs that keep them quite busy, but they still make time for the kids. They even giggle at the kids' silly jokes! The kids like the fact that Barb and Ed really **listen** to them. When the kids were **young** they would never grumble about how much **noise** they made or complain about the messes they made when they jumped in puddles. As a matter of fact, Ed sometimes jumped in the puddles too!

Spending time with Barb and Ed is a great treat. They live on the water so sometimes Uncle Ed takes the kids for a boat ride. Barb plays games like Scrabble with the kids or settles down with a good fable story or video with them. Best of all is playing with Barb and Ed's dog. The first dog they had was a beagle named Barney. **He died** a few years ago. The kids, and Barb and Ed miss him a lot. The new dog's name is Jackson. Jackson is lots of fun and is always happy to see the kids.

Now that the kids are older, they are busy and do not visit with Aunt Barb and Uncle Ed as much. Barb and Ed try to stay close to them and get to see them from time to time. Aunts and uncles can be very special parts of a family.

Reading taken from Foundations stories.

Name _____



Date _____

READ and COLOR

Roll the A-F die and the 1-6 die. Read the word in the box. If the word has a double syllable digraph or blend, color it.

F	teacher	horse	green	hamster	jelly	blanket
E	lawn	basket	dentist	magnet	publish	velvet
D	brother	shirt	locker	athlete	chicken	dolphin
C	pocket	catnip	weather	rocket	agree	sunset
B	jacket	knuckle	lemon	preacher	floor	kitten
A	clock	secret	cricket	pants	invent	rabbit
	1	2	3	4	5	6

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